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ABSTRACT

This course of study for the educable mentally retarded is one of three publications designed to provide for the sequential development of well adjusted, contributing, and self-supporting members of the community. It provides a developmental outline of learning activities and suggestions relating to instructional procedures. The specific objectives for the seventh grade include: 1) developing self-realization; 2) understanding and adjusting to the contemporary scene; 3) recognizing the value, function, and responsibility of the family in relationships with school, church, community, state, and nation; and 4) understanding how geography affects our culture. Those for the eighth grade pupils are: 1) becoming a responsible citizen; 2) becoming aware of historical events and appreciating the American way of life; and, 3) appreciating man's need for security and peace, understanding the United Nations. Ninth graders will be: 1) learning about and understanding the way of life of people of other nations; 2) getting acquainted with occupational opportunities and developing economic efficiency; and, 3) making proper use of leisure time. The teacher resource materials are discussed in SO 000 474. (SBE)

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EXPERIMENTAL

SOCIAL STUDIES

FOR EMR PUPILS

A COURSE OF STUDY
FOR JUNIOR HIGH SCHOOLS

SP000473

LOS ANGELES CITY SCHOOLS
Division of Instructional Planning and Services
Instructional Planning Branch
Publication No. X-90
1969

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FOREWORD

This course of study is one of three publications designed to provide a sequential development of skills for educable mentally retarded pupils in junior high school social studies. These publications represent a coordinated effort to fulfill a need that has long been expressed by teachers of EMR pupils for a workable outline implemented by practical activities and pupil material.

Each of the three publications is an integral part of the program. A detailed, developmental outline for the social studies has been provided in the course of study, while the accompanying curriculum guide includes sample lesson plans, descriptions of suggested activities that are basic to an effective program, and lists of materials with which it can be implemented. The third title in the series consists of material for EMR pupils which has been adapted to their knowledge and understanding of the world in which they live.

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PURPOSES OF PROGRAM FOR EMR PUPILS

The purpose of the instructional program for educable mentally retarded pupils in the junior high school is to assist them in becoming well adjusted, contributing and self-supporting members of their community by realistically meeting their educational and training needs. The program is designed to help pupils to:

- Understand and adjust to the physical environment.
- Become responsible family members.
- Learn to maintain desirable mental and physical health habits.
- Accept personal and civic responsibility.
- Learn the basic communication, computation, and consumer skills.
- Develop the ability to hold jobs.
- Appreciate beauty and learn desirable leisure-time activities.

PURPOSES OF SOCIAL STUDIES PROGRAM

The social studies curriculum in junior high school will assist educable mentally retarded pupils in:

	- Developing self-realization
	- Understanding and adjusting to the contemporary scene
Seventh Grade	- Recognizing the value, function, and responsibility of the family in relationships with school, church, community, state, and nation
	- Understanding how geography affects our culture
	- Becoming a responsible citizen
Eighth Grade	- Becoming aware of historical events and appreciating the American way of life
	- Appreciating man's need for security and peace; understanding the role of the United Nations
	- Learning about and understanding the way of life of people of other nations
Ninth Grade	- Getting acquainted with occupational opportunities and developing economic efficiency
	- Making proper use of leisure time

TO THE TEACHER

USE OF THE COURSE OF STUDY, TEACHER RESOURCE MATERIAL, AND PUPIL RESOURCE MATERIAL

Teachers are urged to select from the course of study and two accompanying publications those learning activities which are most appropriate for each pupil in the class. Resource material cannot substitute for the teacher's ingenuity and creativity.

The course of study helps the teacher by establishing a framework through which basic requirements can be fulfilled and by providing suggestions relating to instructional procedure.

The teacher resource material is designed for both new and experienced teachers of EMR pupils. It contains an explanation of the life-problem curricular concept and a discussion of the psychology of learning applicable to the educable mentally retarded pupils.

The pupil resource material has been developed to assist the teacher in planning a well-balanced program of instruction through organized activities and integration of basic concepts. It is expected that teachers will adapt che suggested activities to meet the individual needs of the pupil in relation to his particular community.

SEQUENCE AND SUGGESTED TIME ALLOTMENT

Seventh Grade

I. DEVELOPING SELF-REALIZATION

Self-knowledge
Self-respect
Relationships with others
Code of values

II. UNDERSTANDING AND ADJUSTING TO THE CONTEMPORARY SCENE

School environment
School procedures
School personnel

Suggested Time Allotment: 6 weeks

III. RECOGNIZING THE VALUE, FUNCTION, AND RESPONSIBILITY OF THE FAMILY IN RELATIONSHIPS WITH SCHOOL, CHURCH, COMMUNITY, STATE AND NATION

The family
Family appreciation
Family and school
Church or temple
Community
State
Nation

Suggested Time Allotment: 15 weeks

IV. UNDERSTANDING HOW GEOGRAPHY AFFECTS OUR CULTURE

Importance of geography

People and their relationship to the environment in which they live

Effect of travel and and transportation on people

Suggested Time Allotment: 15 weeks

Eighth Grade

V. BECOMING A RESPONSIBLE CITIZEN

A good citizen and his school

A good citizen and his community

A good citizen and his country

Suggested Time Allotment: 10 weeks

VI. BECOMING AWARE OF HISTORICAL EVENTS AND APPRECIATING THE AMERICAN WAY OF LIFE

Knowledge, acceptance and support of our forebeares' great ideas and goals

Democracy as a way of life today

Suggested Time Allotment: 24 weeks

VII. APPRECIATING MAN'S NEED FOR SECURITY AND PEACE; UNDERSTANDING THE ROLE OF THE UNITED NATIONS

Interdependence of individuals

Interdependence of nations

The United Nations

Suggested Time Allotment: 2 weeks

Ninth Grade

VIII. LEARNING ABOUT AND UNDERSTANDING THE WAY OF LIFE OF PEOPLE OF OTHER NATIONS

The world beyond the range of vision

An individual's problems in relation to the world's setting

A study of the people of other lands who have contributed to the growth of Los Angeles

Suggested Time Allotment: 15 weeks

IX. GETTING ACQUAINTED WITH OCCUPATIONAL OPPORTUNITIES AND DEVELOPING ECONOMIC EFFICIENCY

Planning a future

Self-evaluation in the world of work

Workers in the neighborhood

Working in Los Angeles

Looking for a job

Suggested Time Allotment: 15 weeks

X. MAKING PROPER USE OF LEISURE TIME

Use of leisure time

The individual and leisure time

Suggested Time Allotment: 6 weeks

OUTLINE OF CONTENT

UNIT I. DEVELOPING SELF-REALIZATION

A. Self-knowledge

1. Learn to understand and accept oneself.
   a. Discuss physical assets and limitations.
   b. Discuss mental assets and limitations.
   c. Learn to express feelings and reactions in acceptable ways.
   d. Know and be able to write information concerning self.
      1) Know and be able to write name, address, birthdate, birthplace, and telephone number.
      2) Know and be able to write parents' name, addresses, and telephone numbers.
      3) Know and be able to write names of brothers and sisters.

2. Develop positive self-concepts.
   a. Know that each individual has some contributions to make to his:
      1) Class
      2) School
      3) Family
      4) Community
      5) Country
   b. Know that each individual's opinion is important.
   c. Know that individuals are different in some ways, but that these differences are interesting.
   d. Know how personal appearances affect self-concepts.

B. Self-respect

1. Know the relationship between self-respect and recieving respect from others.
   a. Develop self-control.
   b. Learn proper study and work habits.
   c. Know immediate and personal needs and interests.
   d. Have some understanding of own feelings.

2. Know the relationship between having self-respect and getting a job.
   a. Take pride in assuming personal responsibilities.
   b. Learn to complete tasks on time.
   c. Accept and offer criticism in the proper manner.

3. Select monitors after discussion concerning the importance of self-respect and respect for others.
   a. Know the meaning of monitors.
   b. Know why monitors must show respect for self and other pupils.
      1) Discuss how monitors need the cooperation of other pupils.
      2) Discuss how monitors must respect feelings of other pupils.
      3) Discuss how monitors must be able to get along with other pupils.
      4) Discuss how monitors must be pleasant when making requests of other pupils.
      5) Discuss how monitors must be trusted by other pupils.
   c. Know the connection between being a good classroom monitor and getting a job in the future.
      1) Discuss characteristics of a good worker (in or out of school).
      2) Discuss why early work experience and development of good work habits are necessary.
      3) Discuss general characteristics of a good worker, such as:
         a. Honesty
         b. Dependability
         c. Punctuality
   d. Recognize the importance of monitors in the effective operation of the classroom.
   e. Make list of monitors needed. These include:
      1) Paper monitor
      2) Window monitor
      3) Maintenance monitor
      4) Folder monitor
      5) Ruler monitor
      6) Chalkboard monitor
      7) Bulletin board monitor
      8) Messenger
      9) Secretary
      10) Others
   f. Discuss duties and responsibilities of monitors.

C. <u>Relationships with others</u>

1. Learn to live and work harmoniously with other pupils.
   a. Be pleasant toward other pupils.
   b. Be able to get along with other pupils.

2. Identify self with other pupils.

3. Recognize contributions of other pupils.

4. Be responsible for welfare of other pupils.
   a. Be willing to help other pupils.
   b. Be willing to accept help from other pupils.
   c. Be willing to share with other pupils.

5. Use simple expressions of courtesy, such as:
   a. "Please".
   b. "Thank you".
   c. "Excuse me".

6. Think of the class as a family.
   a. Compare the teacher-pupil relationship with the parent-child relationship.
   b. Discuss what attitudes make for success both in the classroom and at home and why these traits are important:
      1) Obedience
      2) Cooperation
      3) Others

D. Code of values

1. Discuss acceptable personal values, such as:
   a. Cooperation
   b. Courage
   c. Fair play
   d. Faith
   e. Honesty
   f. Kindness
   g. Loyalty
   h. Respect
   i. Responsibility

2. Know how acceptable personal values determine success in other situations.
   a. Secure and maintain employment.
   b. Develop and perpetuate friendships.
   c. Maintain good family relationships.
   d. Develop self-respect and positive self concepts.

3. Understand and respect authority.

4. Discuss and develop list of classroom rules and regulations.
   a. Make rules that are fair to all.
      1) Discuss rules that are questionable.
      2) Discard rules that are unfair or useless.
      3) Understand the reasons for the rules.
   b. Recognize and discuss the importance of rules to establish togetherness in any group.
   c. Obey all rules.
      1) Realize that these rules have been developed, discussed, voted on, and adopted by the class.
      2) Help establish penalties for not following rules.

UNIT II. UNDERSTANDING AND ADJUSTING TO THE CONTEMPORARY SCENE

A. School environment

1. Know the school buildings.
   a. Classrooms and homeroom
   b. Lockers
   c. Lavatories
   d. Cafeteria
   e. Gymnasium
   f. Offices of the principals, counselors, and clerks
   g. Nurse's office
   h. Library
   i. Auditorium

2. Develop greater environmental awareness.
   a. Plan trip through school building.
   b. Plan trip around buildings.

3. Know the best way to get to your classes.

B. School procedures

1. Know the meaning of all of the school bells.

2. Learn alert and fire drill procedures.

3. Become acquainted with general school rules of behavior.
   a. Know cafeteria regulations.
   b. Know assembly procedures.
   c. Know proper procedure when tardy.

4. Know most commonly used school forms.

5. Become acquainted with times and locations of car ticket sales.

6. Learn the way to open locker.

7. Participate in school activities, such as:
   a. Dances
   b. Sports programs
   c. School clubs
   d. Others

C. School personnel

1. Write list of names of individual teachers.

2. Know name of grade counselor or advisor.

3. Know names of principals.

4. Become acquainted with school nurse.

5. Know names of head counselor.

6. Recognize other members of school staff, such as:
   a. Attendance clerk
   b. Main office secretary
   c. Custodian
   d. Others

UNIT III. RECOGNIZING THE VALUE, FUNCTION, AND RESPONSIBILITY OF THE FAMILY IN RELATION TO SCHOOL, CHURCH, COMMUNITY, STATE AND NATION

A. <u>The family</u>

1. Learn to live with other members of the family.
   a. Appreciate privileges and responsibilities as a member of the family.
   b. Grow from dependence on others to more self-dependence.
   c. Grow from absorption in self to greater concern for other pupils.
   d. Learn to express appreciation and love.
   e. Assume responsibility.
   f. Develop a willingness to share.

2. Recognize family necessities, such as:
   a. Food
   b. Clothing
   c. Housing
   d. Maintenance
   e. Management
   f. Safety

3. Appreciate the value of food.
   a. Understand importance of eating three regular meals daily.
   b. Know which foods are eaten at certain meals.
   c. Practice basic table manners.

4. Know when to wear different kinds of clothing and how to care for them.
   a. Accept desirable dress standards.
   b. Dress neatly and suitably for different occasions.
   c. Take care of clothing.

5. Understand family and child care.
   a. Accept responsibility for helping with or caring for less capable children.
   b. Know what to do in case of an emergency.

6. Appreciate family as a source of love, support, and protection.

7. Help to manage and maintain the home.
   a. Appreciate the home.
   b. Demonstrate respect for property.
   c. Help with daily and weekly household chores.

B. <u>Family appreciation</u>

1. Appreciate companionship of family members.

2. Understand why families need money and why all members need to help with this responsibility.
   a. Know why it is necessary to learn how to earn a living.
   b. Know why it is important to learn how to save.

3. Realize that differences in the way houses look do not affect their value as homes.

4. Understand that patterns of family living vary from place to place.

5. Appreciate contributions that children can make in a family.

6. Understand and accept inevitable changes in families, such as:
   a. Breaks in family circles.
   b. Moving to new locations.
   c. Others

7. Appreciate special days that occur for families, such as:
   a. Holidays
   b. Birthdays
   c. Picnics
   d. Rainy days
   e. Visiting days
   f. Church

8. Appreciate traditions or special patterns that make family life distinctive, such as:
   a. Favorite or cultural foods
   b. Family jokes
   c. Family customs

C. <u>Family health</u>

1. Know the necessity of healthful practices in the home, such as:
   a. Cleanliness
   b. Household pest control
   c. Others

2. Know the necessity for safety practices in the home, such as:
   a. Prevention of fires
   b. Prevention of accidents
   c. Control of fires

D. <u>Family and school</u>

1. Understand the need for cooperation in any situation in which more than one person is involved.

2. Know that a family is a group of people who live together.
   a. Know that the school day is spent with other students in the classroom.
   b. Realize that being with other people is important, both at school and at home.

3. Realize that there must be a daily routine for a family just as there must be one in the classroom.

E. Church or temple

1. Appreciate the need for developing moral and spiritual values.

2. Learn about the origin of the first Thanksgiving.

3. Discuss the effect of "Freedom of Religion" in a democracy.

F. Community

1. Understand what the word, "community" means.
   a. Know that a community is made up of a group of people who live near each other.
   b. Understand that people in a particular community share common interests and needs and depend upon one another in many ways.

2. Know that the people in each neighborhood depend upon the services and the goods provided by people who live in many other neighborhoods.

3. Know your community and the many things that community provide for your convenience, welfare, and enjoyment.
   a. City water and power department
   b. Public libraries
   c. Parks
   d. Post offices
   e. Rubbish and garbage collection
   f. Protection
   g. Employment

4. Study job opportunities provided by the community, such as:
   a. Grocery
   b. Fire department
   c. Police department
   d. Bakery
   e. Dairy

f. Post office
g. Bank
h. Library

5. Learn to cooperate with people who contribute to the welfare of the neighborhood.
   a. Help to keep the classroom clean; leave chairs and desks in the proper order so that the custodian can do a better job.
   b. Be friendly with the people who work in stores, banks, libraries, and other public places.
   c. Help with trash and garbage disposal.
   d. Obey traffic rules and help to advise young children.
   e. Care for library books, magazines and property.
   f. Deliver messages; answer telephone correctly.
   g. Use the toilet and other facilities properly.
   h. Use school playground equipment properly.
   i. Recognize the need to be courteous to maids, waitress and delivery boys.

6. Recognize the values of particular goods and services provided by the community.

7. Discuss some facts about the history and cultures of the people who live in the community which make it different from others.
   a. Know about a few of the early explorers who came to Los Angeles.
   b. Discuss city government places for recreation, and local transportation.

G. State

1. Learn somethings about California.
   a. Study places of interest.
   b. Learn something about physical features and occupations.

2. Know something about California's background.
   a. Discuss the Indians of old California.
   b. Recognize Spanish names and contributions of the first settlers.
   c. Know how California became a part of the union.

H. Nation

1. Study about current events.

2. Understand what it means to be a citizen of the United States.
   a. Discuss freedoms and rights.
   b. Compare good citizenship in school with good citizenship in the community, state, and nation.

3. Know something about the growth of the nation and what it is like today.
   a. Realize that knowing about the lives of famous Americans, will help you to plan a better life of your own.
      1) Thomas Edison
      2) Wright brothers
      3) John F. Kennedy
      4) Walt Disney
      5) Martin Luther King
      6) Others
   b. Discuss famous and interesting places.

UNIT IV. UNDERSTANDING HOW GEOGRAPHY AFFECTS OUR CULTURE

A. Importance of Geography

1. Learn something about the world in which we live.

2. Learn about the kinds of work that people do.

3. Study about and discuss:
   a. Types of transportation.
   b. Kinds of clothing.
   c. Games and sports.

4. Know about the influence of our environment upon our needs.

5. Understand how people differ from place to place.

6. Discuss ways in which geography is most closely related to daily life.

B. People and their relationship to the environment in which they live.

1. Become familiar with the local community.
   a. Learn to travel independently, such as to:
      1) Shopping centers
      2) Clinics
      3) Places of recreation
   b. Learn directions (north, south, east, west) in relation to the locations of home, school and shopping areas.
   c. Study a map (city, United States) to find the location of the community in relation to other places. On different maps find:
      1) Neighborhood and surrounding neighborhoods.
      2) California.
      3) Neighboring states and other states of interest.
      4) The United States.
      5) Neighboring countries and other countries of interest.

2. Learn about some geographic features of Los Angeles.
   a. Study about the climate.
      1) Discuss the advantages of the climate in Los Angeles.
      2) Compare the climate in Los Angeles with climate in other places.
      3) Understand the effect of the climate on the growth of the population.
   b. Discuss water resources.
      1) Learn why water resources are so important.

2) Consider how certain water resources affects the life of people in an environment.
3) Know something about the origin and value of nearby rivers.

c. Discuss mountains which are nearby, such as:
1) Mt. Baldy
2) Mt. Wilson
3) Others

d. Learn about some of the local industries and how they relate to the geography of Los Angeles.
1) Discuss natural resources that are available locally.
2) Recognize how the presence or absence of these resources has effected the growth of industries.
a. Learn what kinds of fish are caught off the California Coast.
1) Find out how they are caught.
2) Learn how they are used or prepared for sale.
b. Learn something about fish hatcheries and sport fishing.
3) Know about lumber in California.
a. Learn something about the kind of trees that grow.
b. Discuss the products which comes from trees.
c. Learn where forests are located.
d. Discuss how wood products are made.
e. Know why there is a need to conserve trees.
f. Understand something about the use of waste materials.
4) Find out something about other industries, such as:
a. Movies and television
b. Clothing and sportswear
c. Steel

e. Make a study of homes in Los Angeles.
1) Discuss the types of homes in our city, such as:
a. Frame
b. Brick or stone
c. Apartment house; housing project
d. Trailer
e. Others
2) Learn how the homes are suited to the climate.
3) Compare heating homes in the winter in Los Angeles to heating homes in the winter in other places.
a. Find out why people need basements in homes in some parts of the country.
b. Think about why one-story homes are usually built low in Los Angeles.

4) Learn who helps to build homes.
   a. Understand that people in the community need workers who know how to build homes.
   b. Know that some of these people are architects, contractors, bricklayers, cement workers, electricians, carpenters, plasterers, and plumbers.
5) Study about homes in other parts of the world, such as those built:
   a. On the desert
   b. In the arctic
   c. In the forest
   d. On river boats
   e. Of stone
   f. In the mountains
   g. By Eskimoes

f. Make a study of foods and clothing in Los Angeles.
1) Find out why fruits are important to the people in this area.
   a. Give examples of kinds of fruit grown here.
   b. Understand how they grow.
   c. Know how they are picked and how they are packed, canned, or otherwise processed.
2) Find out what field crops grow here.
   a. Locate on a map areas where wheat, rice and alfalfa are grown.
   b. Make list of foods derived from two crops listed above.
   c. Discuss their storage and transportation.
3) Find out whether the people in California send foods to and receive them from other states and countries.
4) Understand how climate affects the types of clothing that people wear.
   a. Discuss whether people can wear the same type of clothing all year in Los Angeles.
   b. Learn whether people can wear the same kind of clothing all year in other parts of California.
   c. Discuss the kinds of clothing people can wear all year in other states and countries.

g. Learn about transportation and communication in and around Los Angeles.
1) Discuss which languages are spoken here.
2) Name several ways to reach home from other parts of the city.
3) Name several ways to reach Los Angeles from other places in the country.

4) Discuss ways of travel in Los Angeles, such as:
   a. Automobile
   b. Bus
   c. Others
5) Know the most popular ways to travel.
6) Compare ways of transportation and communication in Los Angeles with those in other places.

h. Understand the cultures and customs of people who live in and around Los Angeles.
1) Study customs and how they vary in different groups.
2) List the different peoples who contribute to the culture of Los Angeles.
3) Learn about holidays and festivals which people celebrate in other places.
4) Compare schools in other places with those here.
5) Discuss natural resources that have aided the people of California in developing modern ways of living.
6) Study about the effect of the movie industry on the people of Los Angeles.

i. Learn about the opportunities for recreation in the area.
1) Find out why Los Angeles is sometimes called the "Playground of the West".
2) Discuss some of the popular mountain sports.
3) Learn about water sports.
4) Compare sports in California with those which people enjoy in other states and countries.
5) Discuss entertainment here in relation to the geography and climate.
6) Name ways in which Los Angeles helps the United States.

C. <u>Effect of travel and transportation on people</u>

1. Learn something about the earth on which we live and travel.

2. Recognize common land features in the Los Angeles area and in other parts of the state, such as:
   a. Forests
   b. Valleys
   c. Irrigation ditches

3. Understand that our way of life depends upon the kinds of transportation that are available.
   a. Recognize that the movement of people and things bind both the nation and the world more closely together.

b. Understand that the increasing speed with which people can travel makes it seem that we live in a shrinking world.
c. Learn that advances in transportation affect our way of life by increasing and expanding our opportunities and making it easier to satisfy our wants.

4. Study about some of the modern means of transportation, such as:
   a. Automobiles
   b. Trucks
   c. Streetcars
   d. Buses
   e. Bicycles
   f. Animals
   g. Motorcycles
   h. Boats
   i. Ships
   j. Airplanes
   k. Helicopters

5. Compare modern transportation with that of long ago.
   a. Speed
   b. Convenience
   c. Source of power

6. Discuss the reasons for the changes, such as:
   a. Skilled craftsmen
   b. Inventions
   c. Others

7. Understand our safety problems in modern travel and what safety rules must be respected and obeyed.
   a. Driving
   b. Walking
   c. Others

8. Discuss how transportation in a large city compared with that in a small town.

9. Learn which workers earn their living by providing us with transportation.

10. Understand how learning to use maps and globes enables people to locate places that they wish to visit.

UNIT V. BECOMING A RESPONSIBLE CITIZEN

A. A good citizen and his school

1. Recognize that each individual must assume his share of responsibility for improving his school.
   a. Learn to care for the happiness and welfare of others.
      1) Practice courtesy.
      2) Obey rules.
      3) Help to provide services.
      4) Accept friendships.
   b. Care for school property.
   c. Help to make the classroom interesting, neat, and attractive.
   d. Greet visitors properly.

2. Recognize the need to gain basic knowledge and to cooperate with other people.
   a. Cooperate with the teacher.
   b. Develop proper study habits.
   c. Cooperate with and help guest teachers.
   d. Appreciate opportunities to know and work with people of other cultures.
   e. Respond to offers of friendship.
   f. Become sensitive to the needs and feelings of others.
   g. Learn to take turns.

B. A good citizen and his community

1. Understand that each individual must assume his share of responsibility for improving neighborhood living.

2. Accept responsibility for the protection of neighborhood resources.
   a. Dispose of trash and garbage properly.
   b. Turn off electric lights and water faucets.
   c. Refrain from defacing walls or breaking windows.
   d. Feed birds and help to protect their nests.
   e. Practice acts of courtesy, fairness, generosity, and consideration in the:
      1) Neighborhood
      2) School
      3) Home
   f. Use proper conduct on buses.
   g. Help to keep streets clean.
   h. Behave with courtesy in the public library.
   i. Help to make neighborhood a more friendly place in which to live.
   j. Help to make the home and its surroundings attractive.
   k. Help to protect the property of neighbors.

1) Respect the efforts of neighbors to grow flowers, shrubs, and other plants.
2) Be kind to animals.

l. Follow safe practices in handling matches, knives, saws, cleaning fluids and fuels.

m. Take proper care of borrowed articles.

n. Help replace or repair damaged property.

C. A good citizen and his country

1. Accept our civic responsibilities.
   a. Obey laws and show respect for authority.
   b. Discuss the importance of voting.
   c. Discuss taxation in general.
   d. Discuss our system of trial by jury.
   e. Understand that some rules or laws are needed whenever people live together in groups, communities, or nations.
   f. Recognize that rules and laws help to assure a peaceful life for all members of the group and to protect the rights of individuals.

2. Understand that the American heritage has been enriched by the contributions of other people.
   a. Remember democracy is based on the assumption that the dignity of every individual needs to be respected.
   b. Learn that all persons must have equal opportunities.
   c. Understand that man has the ability to govern himself and to solve his problems cooperatively.

UNIT VI. BECOMING AWARE OF HISTORICAL EVENTS AND APPRECIATING THE AMERICAN WAY OF LIFE

A. Knowledge, acceptance and support of our forebeares' great ideas and goals.

1. Learn why we enjoy freedoms today.
   a. Discuss some of the freedoms that we have.
   b. Discuss the ideas of some of the first colonists who came to America.
      1) Discuss why they came.
         a. Adventure
         b. Worship
         c. Self-government
         d. Better jobs
         e. Gold
      2) Find out from which places the settlers came.
         a. Discuss the period of discovery and exploration.
         b. Learn about the period of colonization.
         c. Study about Spanish explorers and others who have made contributions to the culture of Los Angeles.

2. Learn how some of the early ideas of liberty and freedom have grown and changed.

3. Develop an appreciation of the symbols of our democracy.
   a. Learn about the American Flag.
      1) Discuss the early colonial flags.
      2) Find why Betsy Ross is famous.
      3) Discuss what the flag means to us today.
      4) Learn about flag etiquette.
      5) Discuss the Pledge of Allegiance.
      6) Discuss "The Star-Spangled Banner".
      7) Learn why we celebrate Flag Day.
      8) Find out where the flag is flown.
         a. Schools
         b. Government buildings
         c. Public libraries
         d. Post offices
         e. Other locations
   b. Study about the American Eagle.
      1) Learn that the American Eagle stands for strength and courage.
      2) Discuss where we see pictures of the American Eagle.
   c. Study about the Liberty Bell.
   d. Study about the Statue of Liberty.
   e. Discuss "Uncle Sam" as our national character.

4. Discuss the "American Documents of Freedom" and what they mean to us today.

5. Study about some of our great leaders.
   a. Learn something about the Declaration of Independence.
      1) Discuss the great leaders during the nation's early years.
         a. George Washington
         b. John Adams
         c. Thomas Jefferson
         d. Others
      2) Compare these men with our great leaders today.
         a. John F. Kennedy
         b. Martin Luther King
         c. Others
      3) Understand their likenesses and differences.
      4) Discuss Independence Day (July 4).
   b. Discover some things about American presidents.
      1) Compare some of the early presidents with those of recent years.
      2) Learn about the duties and powers of the President.
      3) Find Washington, D. C. on a map.
      4) Learn something about the White House.
   c. Discuss the Bill of Rights and what it means today.

6. Learn about wars that were fought in the early history of our country and what effect they have on us today.
   a. Study something about the Mexican-American War.
      1) Learn that California was acquired from Mexico.
      2) Locate on a map other territories acquired from Mexico.
      3) Understand that the first Americans to settle in California adopted the culture of the Hispano-Mexican "Californios".
      4) Learn that Mexicans and Indians are the only conquered minorities in the United States whose rights are claimed to be safeguarded by treaty provisions.
         a. Protection of property rights.
         b. Protection of cultural rights.
      5) Learn that many of the wealthy Mexican families returned to Mexico after the Mexican-American Wars, but that many of these who were poor remained.
   b. Learn about the Civil War.
      1) Discuss some of the leaders during this conflict.
         a. Abraham Lincoln

b. Dred Scott
c. John Brown
d. Robert E. Lee
e. Ulysses S. Grant
f. Others

2) Discuss leaders today who may be compared with those of the Civil War era.
   a. John F. Kennedy
   b. Dwight Eisenhower
   c. Martin Luther King
   d. Others
3) Decide which men of the Civil War period would be leaders if they were alive today.
4) Consider which men today might have been strong leaders in the Civil War era.
5) Learn how the Civil War has affected the lives of Black Americans today.
6) Discuss Memorial Day with regard to the Civil War.

c. Decide what you consider to be the greatest heritage of the Civil War era and of the present day.
d. Decide which movement or issue would have claimed your support had you lived during the Civil War.
e. Discuss which topic or event is most closely related to a similar topic or event today.
f. Discuss other wars and their effects on our country today.

B. <u>Democracy as a way of life today</u>

1. Understand that great Americans express the spirit of our nation.
   a. Learn about the civil rights of Americans.
      1) Remember that civil rights include all the rights, or freedoms, guaranteed by the Constitution.
      2) Recognize that civil rights also include many other rights and that those include being treated fairly and equally.

2. Understand the strong and growing movement of Black Americans to win equal civil rights.
   a. Learn some of the civil rights that Black Americans demand, such as:
      1) The right to vote.
      2) The right to a good education.
      3) The right to try for any job if the worker is qualified.
      4) The right to be treated as an equal person in public places.
      5) Others.

b. Learn how Black Americans took the lead in demanding equal civil rights for other minority groups as well.
c. Understand the steps taken by the government to secure equal civil rights for Black Americans and other groups.
d. Learn about the steps taken by President Kennedy to see that better housing and equal job opportunities were provided.
e. Discuss the Supreme Court ruling against separate schools for black and white children.
    1) Find out something about the Little Rock school crisis.
    2) Discuss other steps that have been taken against segregated schools.
f. Learn about some of the organizations, events, and methods that have been important in the civil rights movement, such as:
    1) Boycott
    2) Sit-in
    3) Freedom ride
    4) March on Washington
    5) N.A.A.C.P.
    6) C.O.R.E.

3. Understand the strong and growing movement of Mexican-Americans to win equal civil rights.
    a. Develop an appreciation of the influence of Mexican-American culture throughout the southwest.
    b. Discuss how this influence is reflected in the names of mountains, rivers, deserts, and the cities.
    c. Learn about the contemporary demands for a greater understanding of the needs of Mexican-Americans.
        1) Become better acquainted with the Mexican-American in terms of his:
            a. Origin
            b. Culture
            c. Traditions
            d. Attitudes
            e. Ideals
        2) Realize that much of the Southwest's heritage can be traced to the Hispano-Mexican.
            a. Economic
            b. Social
            c. Legal institutions
        3) Discuss the cultural conflicts that have divided Mexican-Americans.

4. Recognize that there are still many ways to improve our democratic way of life and that each American can do a great deal to make our form of government work more effectively.

UNIT VII. APPRECIATING MAN'S NEED FOR SECURITY AND PEACE: UNDERSTANDING THE ROLE OF THE UNITED NATIONS

A. Interdependence of individuals

1. Recognize that man is responsible for the welfare of others.

2. Develop a respect for law and a vigilance concerning its fairness and justice.

3. Accept the historic truth that if one man's rights are imperiled, the rights of all are imperiled.

B. Interdependence of nations

1. Discuss how and why international trade is promoted and why it is important.

2. Appreciate the progress man has made in "conquering distance".

3. Understand the relationship of United States to other nations of the world.

4. Recognize that United States history is part of world history.

5. Discuss ways in which all nations of the world are interdependent.
   a. Economically
   b. Socially
   c. Culturally
   d. Intellectually

6. Recognize that lack of understanding among nations creates fear and suspicion.

C. The United Nations

1. Learn some of the reasons for the United Nations and how it came into being.

2. Discuss the purposes of the United Nations, such as:
   a. World peace.
   b. Services in fields of education, science, and culture.

UNIT VIII. LEARNING ABOUT AND UNDERSTANDING THE WAY OF LIFE OF PEOPLE OF OTHER NATIONS

A. The world beyond the range of vision

1. Share experiences of travel.
   a. Across the city.
   b. Away from Los Angeles.
   c. The other side of the mountains.
   d. Across the ocean.
   e. Out of the country.
      1) Length of time
      2) Means of travel
      3) Places visited

2. Understand how differences in distance involve differences in time.
   a. Review time concepts
   b. Discuss how much time is needed to visit places which are near and far away.
      1) A few minutes
      2) An hour or more
      3) All day
      4) A day and a night
      5) A week or more
   c. Discuss the time concept. Measure the time needed to:
      1) Go downtown
      2) Fly to San Francisco
   d. Measure an hour by noting the passage of time on the classroom clock.
   e. Understand that the mode of transportation may reduce the time.

3. Appreciate other lands and people featured in the news.
   a. Read about the Soviet Union.
      1) Study about and interpret today's news events as they concern the relationship between Russia and the United States.
         a. Appreciate more deeply the heritage of freedom we have in America.
         b. Compare the Russian form of government with that of a democracy.
      2) Discuss how Russia's scientific progress has influenced the United States and other nations.
      3) Learn why the Russian government controls the press, radio, and television.
      4) Understand how the government affects the lives of the people.
      5) Consider Russia's cultural contributions to the United States and to the rest of the world.

6) Know what the Russian people do for recreation.
7) Learn what religions they have.
8) Understand what kinds of clothing people wear in different regions.
9) Read about the types of homes in the Soviet Union.
10) Discuss the customs and manners of the Russian people.

b. Review Brazil's growing importance in the world today.
1) Learn that Brazil is the largest country in South America.
a. Study maps of Brazil and of South America.
b. Note that new industries are being developed and that cities are growing.
2) Contrast the cutlural patterns in Brazil with those in our country.
a. Find out what the typical homes are like.
b. Study about the many racial and nationality backgrounds of the people.
c. Learn what language is spoken.
3) Study chief air routes between Brazil and the United States.
4) Discuss the Tropical Rain Forest in Brazil.
a. Study the abundance of plant and animal life in the rain forests.
b. Read maps to find the locations of the rain forests of the world.
5) Study about life in an Indian village in Brazil.
6) Learn something about life in the Amazon Basin.
7) Recognize that mining industries have helped Brazil to develop.
a. Population
b. Transportation
8) Contrast life in Brazil with life in our own community.

c. Develop an appreciation of Switzerland as an international center of efforts to promote peace and benefit man in other ways as well.
1) Discover how life in large Swiss cities is similar to that of Los Angeles or other large cities throughout the world.
2) Compare the history, government, and standards of living of the Swiss to those of the United States.
3) Compare the basic differences and similarities in the region in which we live with

the inland mountainous region of Switzerland.

4) Discuss how scenic beauty is a source of income here and in Switzerland.
5) Learn in what parts of Switzerland the people live much as we do.
6) Find out how the climate affects the types of clothing that the Swiss wear.
7) Discuss why the Swiss speak four languages.
8) Learn what ways the government of the United States and Switzerland are alike.
9) Compare Swiss holidays with those in the United States.
10) Learn something about Swiss music.
    a. Yodeling
    b. Playing of bells
11) Study recreation in Switzerland.
    a. Mountain sports
    b. Carnivals
12) Learn how Switzerland and the United States help each other.

d. Study other lands and people who are featured in today's news.
    1) Canada
    2) Cuba
    3) Pakistan
    4) Czechoslovakia
    5) Others

B. <u>An individual's problems in relation to the world setting</u>

1. Study about the cultures of the different peoples who live in Los Angeles.

2. Learn somethings about the people and the countries from which they came.

a. Japan	h. Ireland
b. Mexico	i. France
c. China	j. Cuba
d. Africa	k. Denmark
e. Italy	l. Israel
f. England	m. Others
g. Germany	

3. Study about Japan and its people.
    a. Learn that Japan is located on a chain of beautiful island rising above the Pacific along the East coast of Asia.
    b. Discuss modern Japan.
        1) Strong industrial nation
        2) Considerable electric power from water resources.

3) Many products used by people in America.
   a. Cameras
   b. Radios
   c. Toys

c. Discuss Tokyo (the largest city in the world) and compare it with Los Angeles.
   1) Department stores
   2) Office buildings
   3) Theaters
   4) Parks
   5) Other features

d. Find out about schools in Japan and compare them with schools in the United States.

e. Discuss interests that Japanese and American children share.
   1) Baseball
   2) Swimming
   3) Television
   4) Movies

f. Learn something about Japan's history.

g. Explain why it is important for the United States and Japan to be good neighbors in the Pacific area.

h. Recognize the contributions of Japanese Americans to our community.
   1) View examples of Japanese art and architecture in Los Angeles and other American cities.
   2) Visit a restaurant where Japanese foods are served.
   3) Others

4. Make a study of Mexico and its people.
   a. Recognize that Mexico borders the United States and that the contacts despite some conflicts have helped to bring understanding between both countries.
   b. Understand that Mexico is the third largest country in North America and that it is a land of great beauty.
   c. Learn something about the background of Mexico.
   d. Study Mexico today.
      1) Discuss some of the projects in which Mexico and the United States are cooperating that are helpful to both countries.
      2) Learn about the main types of employment in Mexico.
      3) Discuss Mexico City.
      4) Understand something about Mexican culture.
         a. Food
         b. Dress
         c. Handicrafts

d. Fine arts
e. Fiestas
f. Education

5) Study about the Mexican government.
   a. Learn about the things that we receive from Mexico.
   b. Discuss some of the products Mexico receives from the United States.
   c. List ways in which Mexico has influenced the United States.
      1) Art and architecture
      2) Names of streets and cities
      3) Other influences
   d. Learn more about Mexican-Americans and their known contributions to our communities.

5. Study China and its people.
   a. By aware that China is the home of about one-fourth of the world's people and is one of the largest countries in the world.
   b. Learn why our lives are directly influenced by events that take place in China and other parts of Asia.
   c. Study about China long ago.
   d. Read about China today.
   e. Learn about Chinese-Americans and their contributions to our communities.

6. Study Africa and its people.
   a. Be aware that Africa is a vast, complex, beautiful country, full of contrasts.
   b. Learn something about the animals in Africa and the danger that faces them.
      1) Recognize that animals of some species no longer are living.
      2) Discuss how the government tries to protect animals.
      3) Find out what dangers are faced by animals in America.
   c. Study Africa's many histories.
      1) Discuss why Africa has been called the "Dark Continent".
      2) Discuss Africa as a source of slaves.
   d. Africa today.
   e. Find out about schools in Africa, and compare it with education in the United States.
   f. Study living conditions in Africa.
   g. Understand African culture.
      1) Dance
      2) Music
      3) Dress
      4) Art
      5) Education

h. Discuss people of African descent who live in America.
i. Learn something about the contributions of the Afro-Americans.
j. Discuss the desire of present-day Black Americans to know more about Africa.
k. A study of the people of other lands who have contributed to the growth of Los Angeles.

UNIT IX. GETTING ACQUAINTED WITH OCCUPATIONAL OPPORTUNITIES AND DEVELOPING ECONOMIC EFFICIENCY

A. Planning a future

1. Develop an appreciation that the junior high school is designed to help young people plan what kind of jobs they will prepare for.

2. Understand that a very important part of every persons' life is his vocation, or the way in which he earns his living.
   a. Be aware that the average adult's job occupies more of his time than does any other activity.
   b. Learn that the quality of service to other people is affected by many things.
      1) Surroundings in which one earns a living.
      2) Kinds of people with whom one works.
      3) Degree of satisfaction one receives from the work itself.

3. Recognize that young people must begin early to plan jobs they should prepare for.
   a. Think about your own strong and weak points.
      1) Consider interests.
      2) Be aware of the personality and character traits needed for certain kinds of work.
   b. Develop a knowledge of the world of work.
      1) Study different kinds of work.
      2) Recongize the changing nature of job requirements.
      3) Be aware of what a person needs to achieve success.
      4) Appreciate the need for an education.
      5) Plan a career.

4. Consider what kinds of personal traits are important in the world of work.
   a. Appearance
   b. Agreeableness
   c. Manners
   d. Interests
   e. Temperament
   f. Expression
   g. Self-confidence
   h. Dependability
   i. Loyalty
   j. Others

5. Find out how to get along better with other people.
   a. Go out of your way to help other people.
   b. Be dependable in doing what you say you will do.

c. Be tolerant. Do not criticize people for doing things just because you dislike them.
d. Understand that other people do not like to be "bossed".
e. Do not show off.
f. Be honest.
g. Do not make fun of people.

6. Understand that personal qualities are more important in securing and keeping jobs and in earning promotions, than the skills required to do the work.
   a. Find out what personal weaknesses may stand in the way of job success.
   b. Examine your own personality.

B. <u>Self-evaluation in the world of work</u>

1. Be aware that to explain a job in the future, it is important to:
   a. Know your interests.
   b. Know your personality.
   c. Know what skills you have.

2. Match your traits with the kind of jobs that you would like to have.
   a. Be aware of physical demands of the work.
      1) Lifting, carrying, pushing, and pulling
      2) Climbing, balancing
      3) Stooping, kneeling
      4) Talking
      5) Seeing
   b. Learn about the working conditions.
      1) Inside or outside work
      2) Extremes of cold or heat and other temperature changes
      3) Hazards
      4) Fumes
      5) Others

C. <u>Workers in the neighborhood</u>

1. Review the meaning and purpose of the neighborhood.
   a. Recognize that a neighborhood consists of a group of people who live near each other and share common interests and needs. Therefore, they depend upon one another in many ways.
   b. Be aware that the people of our neighborhood work to provide services and to produce goods.
   c. Remember that each neighborhood is dependent upon the services and goods of many other neighborhoods.

2. Learn about the kinds of jobs that are needed in the neighborhood.
   a. Worship
      1) Minister
      2) Nun
      3) Priest
      4) Rabbi
      5) Others
   b. Food
      1) Baker
      2) Grocer
      3) Milkman
      4) Peddler
      5) Fish man
      6) Vegetable vendor
   c. Health
      1) Doctor
      2) Dentist
      3) Nurse
      4) Garbageman
      5) Iceman
      6) Waterman
      7) Visiting nurse
   d. Clothing
      1) Delivery man
      2) Dry cleaner
      3) Laundry man
      4) Clerk
   e. Safety
      1) Fireman
      2) Policeman
      3) Crossing guard
   f. House
      1) Moving man
      2) Painter
      3) Plumber
      4) Paper hanger
      5) Roofer
      6) Electrician
      7) Gardner

3. Survey your neighborhood and recognize how people depend upon workers for essential goods and services.
   a. Find out what members of the school staff do.
   b. Learn about the nature of parents' work at home and in industry, profession, or business.
   c. Talk with neighborhood workers about various jobs.
   d. Ask questions of policemen, doctors, dentists, garbagemen, and other workers.

D. <u>Working in Los Angeles</u>

1. Be aware that Los Angeles is a changing city.

2. Learn that many jobs are being taken over by computers or other machines.
   a. Many elevators are automatic and no longer need men to operate them.
   b. Dial service is reducing the need for telephone operators.

3. Understand that Los Angeles still has many job opportunities.

4. Recognize that many people come to the city looking for jobs.

5. Learn that Los Angeles has many industries.
   a. The motion picture industry
   b. The airplane industry
   c. The garment industry
   d. Others

6. Understand that a growing number of jobs in Los Angeles are provided in the service industries.
   a. Hotels and restaurants
      1) Clerks
      2) Porters
      3) Maids
      4) Doormen
      5) Chefs
      6) Cooks
      7) Waiters
      8) Busboys
      9) Kitchen helpers
   b. Hospitals
      1) Doctors
      2) Nurses
      3) Orderlies
      4) Nurses aides
      5) Practical nurses
      6) Menand women to work in hospital laundries
      7) Men and women to work in housecleaning departments
   c. Television and radio mechanics
   d. Plumbers
   e. Electricians
   f. Refrigerator repairmen
   g. Gas station attendants
   h. Cab drivers
   i. Bus drivers
   j. Barbers
   k. Tailors
   l. Beauty parlor operators
   m. Others

7. Be aware that the government and schools also are looking for workers to serve the public.
   a. Teachers
   b. Librarians
   c. Office workers
   d. Policemen
   e. Firemen
   f. Engineers
   g. Sanitation workers
   h. Park attendants

8. Recognize that we are living in an age of constant change.
   a. Note that old buildings are coming down and new ones are being built all over the city.
   b. Understand that automation is reducing the need for many workers, but that there are still jobs for architects, managers, renting agents, superintendents, carpenters, bricklayers, plasterers, and house painters.

E. Looking for a job

1. Learn where to look for a job.
   a. Find out about public agencies.
      1) State Employment Service
      2) Professional
      3) Industrial
      4) Service
      5) Government (Civil Service)
   b. Discuss private job agencies.
   c. Know how to find information about job opportunities in the newspaper.
   d. Discuss non-profit employment agencies.
      1) Urban League
      2) Religious groups
      3) Others
   e. Learn about other places to look for a job.
      1) Unions
      2) Relatives, friends, and neighbors
      3) Signs in stores at neighborhood shopping centers

2. Remember certain things about getting and holding a job.
   a. Have a good appearance.
      1) Dress neatly.
      2) Look well.
   b. Be prepared.
      1) Learn skills needed.
      2) Learn to speak as well as possible.
   c. Be courteous.

1) Listen carefully to the employer and foreman.
2) Answer politely.

d. Be dependable.
1) Come to work on time.
2) Be regular in attendance.
3) Do a good job.
4) Tell the employer or foreman when you cannot come to work.

e. Get along with others.
1) Have a sense of humor.
2) Be calm.
3) Be friendly.

f. Feel right about your job.
1) Show you are interested.
2) Accept criticism.
3) Try to get ahead.
4) Be careful. Obey safety rules.

3. Discuss about your pay checks.
a. Know how much you will earn.
b. Find out how much will be deducted from the amount you earn.
c. Understand the reasons for the deductions.

4. Learn other things about jobs and pay checks.
a. Clock number
b. Job classification
c. Hourly rate
d. Regular time
e. Overtime
f. Federal income tax
g. State income tax
h. Social Security
i. Hospitalization
j. Organization dues
k. Savings

5. Study about labor unions.
a. Benefits
b. Strikes

6. Learn about ways in which the government helps the worker.
a. Equal job opportunities
b. Minimum wage
c. Unemployment insurance
d. Benefits for disabled workers
e. Disability payments
f. Workmen's Compensation

UNIT X. MAKING THE PROPER USE OF LEISURE TIME

A. Use of leisure time

1. Learn ways of selecting and participating in worthwhile kinds of recreation.

2. Find out about recreation facilities in the community that can be used for a long time.

3. Discuss ways to avoid obstacles which may prevent your enjoying worthwhile leisure activities.

4. Understand why it is important to use leisure time wisely.

B. The individual and leisure time

1. Find out how to join informal and formal groups.
   a. Enjoy leisure activities with people of your own age who have the same kinds of interest.
   b. Take an interest in club and other school activities.
   c. Join and participate in organized community groups, such as:
      1) Y.M.C.A.
      2) Y.W.C.A.
      3) Boys' clubs
      4) Others
   d. Travel freely with friends in the community.
   e. Support and participate in some family activity.

2. Participate in organized team sports.
   a. Learn how baseball, basketball, and football are played.
   b. Improve your skills in various team and individual sports.

3. Engage in individual leisure-time activities.
   a. Develop personal hobbies.
   b. Enjoy cooking, sewing, and woodworking.
   c. Engage in arts and crafts activities.
      1) Paint pictures.
      2) Make model buildings
      3) Others
   d. Visit friends and entertain them at home.
   e. Read some comic strips, newspapers, magazines, and books.

4. Learn how to gain added enjoyment from music and dancing.
   a. Select radio and television programs.
   b. Hear recordings of popular music.

c. Play musical instruments.
d. Appreciate different kinds of music.
e. Learn social dancing.

5. Enjoy observing, talking with, and associating with an increasing numbers of people of various interests and ages.
   a. Enjoy the company of some adults.
   b. Enjoy and respect the companionship of members of the opposite sex.
   c. Develop skills at conversation.

6. Develop an interest in more recreational and other community activities.
   a. Participate in more school activities.
      1) Dances
      2) Pep rallies
      3) Athletic contests
      4) School plays
   b. Independently select movies, plays, and professional sporting events to attend.
   c. Attend parades and community festivals.
   d. Join in camping and hiking activities during vacations.
   e. Use the library, swimming pools, "the Y", and other community recreational facilities independently.

7. Enjoy the outdoors as a worthwhile way of using leisure time.
   a. Develop skills in fishing.
   b. Enjoy camping and hiking under supervision.
   c. Enjoy growing plants and doing yard work under supervision.
   d. Visit points of interest by bicycle or car.